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ABSTRACT

The Advanced Integrated Manufacturing (AIM) Center is a partnership between Sinclair Community College and the University of Dayton (Ohio) that was established to help local manufacturing companies achieve world-class performance by improving their business practices, selecting/developing a highly skilled work force, and making appropriate use of technology. The AIM Center, which serves the greater Dayton area, responded to a request from General Motors to develop tools to help General Motors assess its job applicants for the skills needed to keep the automotive industry competitive. The assessment tools were developed by a team consisting of General Motors employees and members of the University of Dayton's Human Factors Department. The team developed a four-station (strut assembly, strut packing/labeling, rod assembly, brake hose inspection) work simulation assessment and a team assessment that related applicants' team interaction and problem-solving abilities. The simulations replicated the factory environment as closely as possible, even including an audiotape of factory background noise that was played during the work simulation. Twenty assessors were selected from the community and given 20 hours of training in work simulation assessment and 6 hours of training in team assessment. (Appendixes constituting approximately 75% of this document contain the simulations and sample simulation scores.) (MN)

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ED 391 969

Assessing Job Applicants for Skills to Keep the Automotive Industry Competitive

Workforce 2000
January 31 - February 3, 1996
Orlando, Florida

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AIM CENTER

Advanced Integrated Manufacturing Center

A partnership for the future of manufacturing enterprises.
Sinclair Community College University of Dayton

CE070903

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THE ADVANCED INTEGRATED MANUFACTURING CENTER (AIM CENTER)

The Advanced Integrated Manufacturing (AIM) Center is a partnership between Sinclair Community College and the University of Dayton. This effort pairs the resources of one of America's leading public community colleges with that of one of the countries finest private universities. The AIM Center is a community resource designed to help companies achieve world class performance through improved business practices, a highly skilled workforce, and the appropriate use of technology.

SCOPE OF THE PROJECT

In the greater Dayton area there are 12 General Motors manufacturing plants. Several of these plants needed to hire employees. General Motors screened applicants based on an interview, educational screening, and drug screening. The AIM Center was asked to assist in developing assessment tools that would give information on an applicant's work skills as well as an applicant's ability to work in groups. The AIM Center put together a team from the Human Factors Department of the University of Dayton and General Motors employees to develop the assessment tools. General Motors wanted to replicate the factory environment as closely as possible. They supplied the material used in the assessment as well as an audio tape of factory background noise that was played at 80 decibels while the work simulation was being conducted.

The final product was a four station work simulation assessment and a team assessment that rated an applicant's team interaction and problem solving ability. The AIM Center selected 20 assessors from the community. A wide diversity in assessors as far as race, age, and backgrounds were sought. The one constant required was the ability to be impartial and consistent. Assessors had backgrounds in engineering, psychology, education, business administration, manufacturing supervision, government administration, and customer service. Most had college degrees, all had at least some college, several had masters degrees and one had a doctorate. Some had manufacturing experience, some had none.

Each assessor received 20 hours of training in the work simulation assessment. The training for the work simulation consisted of each assessor going through the entire assessment as an applicant several times. Assessors also used the evaluation instruments at each work assessment station as they practiced evaluating other assessors. Professors from the Human Factors Department at the University of Dayton conducted the training while the AIM Center provided administrative and logistical support in modifying the evaluation instruments as needed.

Each assessor also received approximately 6 hours of training in the team assessment process. This training consisted of understanding and practicing objective observation and recording techniques as well as participating in team simulations.

WORK SIMULATION ASSESSMENT

Rationale for a Work Simulation - Work simulations give the employer the opportunity to observe how an applicant performs in a simulated work environment. The simulation lets the applicant sample the nature of repetitive factory work in a safe, clean environment. Applicants then have a clearer idea of what the job will actually be day after day.

Cognitive and Physical Abilities Tested - This simulation has been designed to let the employer see each applicant's ability in the following areas:

1. Can they follow procedural instructions?
2. Do they have adequate visual discrimination?
3. Can they recognize patterns?
4. Do they have the discipline for repetitive, rapidly cycling work?
5. Do they have sufficient strength and extent of reach?
6. Do they have adequate manual dexterity?
7. Can they complete job-specific written reports?
8. Are they willing to seek help when needed?

Assessors Role in Work Simulation - The assessor has two jobs to do in these simulations: teach the applicant to do the job at each station and assess the applicant's performance using the attached assessment sheets. In their role as teachers, the assessors are aware that the applicants have had only a videotaped overview of the tasks. The assessor's role is to fully train the applicant in the work task the applicant is being asked to do. In their role as evaluators, the assessors can compare applicants fairly only if every applicant is rated on all checkpoints using the same standards of performance.

WORK SIMULATION ADMINISTRATION

Scheduling of Applicants - General Motors sends the AIM Center a list of applicants. The list has contact numbers and social security numbers for each applicant. Applicants are contacted and scheduled for assessments. Each applicant is given a scheduled time to be present for his/her work simulation and

team simulation assessment. Work simulations and team simulations are scheduled for the same day. Applicants are generally notified about a week prior to the assessment. Assessments are conducted on Saturdays. The number of assessments scheduled runs from 8 - 20 per Saturday. Enclosed is a sample schedule for a 20 person assessment.

It takes approximately three hours to complete the work simulation assessment. There are five phases of the work simulation assessment:

1. Introductory training
2. Strut assembly
3. Strut packing
4. Rod assembly
5. Brake hose inspection.

Assessments are done in groups of four, one at each of the four work simulation assessment stations.

Scoring and Reporting - Once the work simulation and team simulation are completed, the individual assessment data is placed in an envelope with the applicant's I.D. number on it. This data is then tabulated. General Motors Human Resources Department receives a report of the assessment scores within three days of the assessment date. Enclosed is a sample of the assessment results. The names and social security numbers have been altered.

General Motors Human Resource Department personnel make the determination of the minimum score necessary for employment.

Introductory Training - Introductory training takes approximately about 45 minutes and takes place in a classroom setting. A trainer introduces basic safety practices to the applicants and shows them a video that explains basic safety as well as an overview of the four work simulation stations. After each videotape segment the trainer demonstrates the assembly or inspection task portrayed in the videotape and has the applicant take a brief written quiz that becomes part of the overall applicant's score. After the introductory training, the applicants are led to the work simulation area, in a factory setting, and assigned to one of the four work simulation stations. An applicant is assessed by a different assessor at each work simulation station.

Each work simulation assessment takes about 30 minutes. Each applicant cycles through the work simulation assessments until all applicants complete the work simulations. Safety glasses must be worn at all times during the work simulation on the factory floor. Gloves are required to be worn at the work simulations involving struts. Hearing protection is readily available to all applicants and is recommended to be worn, but not required.

Strut Assembly - Strut assembly consists of placing an automobile strut in an assembly fixture and adding five more components to the strut to make a completed strut assembly. Gloves must be worn during this task. Applicants are shown how to assemble the strut and are allowed to practice to get a better understanding of the task. The applicant is not assessed until the applicants states they understand the task and what is expected of them. They are told to assemble as many as they can, but that the most important thing is to make good parts.

Assessors look for ease of handling parts, correct assembly, correct placement of finished parts in the finished parts container, proper torque on the holding nut, and the practice of safe operating procedures. Applicants may ask questions at any time during the timed portion of the assessment. In fact, the request for clarification by an applicant is viewed as a positive trait. A copy of the strut assembly scoring sheet can be found on page A - 1 of the appendix.

Strut Packing - Strut packing requires the applicant to label each strut according to the part number stamped on the body of the strut. After all struts are labeled, the applicant is given a shipping order that instructs the applicant to place differently labeled struts in a colored-coded container. Applicants must make note of any parts requested in the shipping order that are not available. Gloves must be worn when handling struts.

Applicants are assessed on the proper labeling of the struts and the proper parts placed in the proper colored portion of the shipping container. Applicants must also fill out the shipping report accurately and follow safe material handling procedures. Forms used in the strut packing can be found on page A - 2, 3, 4, 5 of the appendix

Rod Assembly - Rod assembly consists of placing a shock absorber rod in an assembly stand and assembling four components in the proper sequence. The competed rod assembly is placed in a special tray so that the parts do not touch each other. The rod parts are much smaller than the strut parts. The parts are oily and must be assembled without gloves. As in all the work simulation assessments, applicants are told to assemble as many as they can, but that it is most important to assemble only good parts. This is a highly repetitive assembly process.

Applicants are rated on their ability to assemble rods quickly and accurately using both hands. Copies of the rod assembly scoring sheets can be found on pages A - 6, 7 of the appendix.

Brake Hose Inspection - At the Brake Hose Inspection station applicants are asked to inspect brake hose assemblies for defects. Brake hoses are inspected for: obstruction in the hose, alignment of fittings, proper length, enough hose in the fitting, and if the fitting is crimped. Applicants are allowed to practice on

hoses with known defects so they can see the types of defects that might be encountered.

All brake hoses used in the assessment are numbered. As the applicant takes the hoses from the supply bin and inspects them, they are placed in a "Good" bin if they are found to be free of defects and in a "Scrap" bin if they fail on any of the test criteria. The assessor has a list of which numbered hoses are good and which have defects. The applicant is scored on how many hoses are inspected correctly. Forms used in the brake hose inspection can be found on pages A - 8, 9, 10 of the appendix.

After each applicant completes a work simulation the applicant's materials are placed in the applicant's envelope and taken to the next work evaluation station.

TEAM ASSESSMENT

Rationale for a Team Simulation - The Team simulation assessment gives the employer an opportunity to see how the applicant works with others and how well an applicant can solve problems. Group assessment exercises allow team skills to be observed directly. Group assessment exercises have proven to be the best predictors of how people will interact in teams.

Team and Problem Solving Traits Assessed - This simulation was developed by General Motors Delphi Automotive Systems Human Resource staff after studying team simulations developed by Saturn and Ambrake, two General Motors subsidiaries. The simulation is designed to rate two behavioral dimensions: the ability to work in teams and problem solving traits.

In the area of team interaction:

1. Does the applicant actively participate?
2. Does the applicant work steadily to achieve group goals?
3. Does the applicant help other group members?
4. Does the applicant ask for and accept input from others?
5. Does the applicant check for group agreement?

Key to this dimension is whether the applicant listens to others and actively seeks out and shows respect for their ideas. It is important that the candidate is able to communicate effectively with others, presenting ideas in a clear, understandable manner. Also important is the willingness to see one's self as part of a larger team and to recognize the needs of the customers. People who score well in this dimension are good at working with and encouraging others as a team.

In the area of problem solving:

1. Does the applicant offer ideas and suggestions?
2. Does the applicant recognize symptoms and look for causes?
3. Does the applicant discuss and consider alternatives?
4. Does the applicant review his/her own work and suggestions to insure quality?
5. Does the applicant follow instructions accurately?

Key to this dimension is the applicants ability to prioritize tasks, reason concretely, demonstrate creativity, be open to technology, be flexible to process changes, initiate improvement, and make suggestions for improved quality.

Assessors Role - The assessors role is to administer standardized team exercises and observe and record applicant behavior during the exercise. Assessors must individually evaluate candidate skills based on *OBSERVED* behaviors that pertain to team interaction and problem solving skills. Assessors must reach consensus with other assessors on an applicant's skill.

Overview of the Team Simulation - Four applicants participate in the team assessment at a time. Approximately one hour is needed to complete the observation portion of the team assessment and an additional hour to score the team portion of the assessment.

The team simulation is a manufacturing simulation. The applicants are given a choice of five different products they may choose to manufacture. The products are all assembled from sheet metal brackets, bolts, washers and nuts. The applicants are told they have $25.00 to buy parts. They must purchase parts from the "Purchase Inventory Table" with a check and properly fill out the Purchase Order. They must record the amount of the check in the Check Register. They are given 10 minutes of planning time. After this 10 minutes they are given 15 minutes to produce and ship as many parts as they can. They can make a profit on each product assembled as long as it is completed and a Shipping Report is completed. The amount of profit is recorded on the Check Register.

After the first 15 minute production and shipping time all parts are disassembled and the parts put back into the containers on the Purchase Inventory Table. All completed forms are removed from the teams table and they are given a new Check Register and another $25.00. They then have another 10 minutes of planning time and 15 minutes of production time. The applicants are told that their objective is to make as much profit as possible.

A timer is used to accurately time each planning and production period.

Procedure for Team Assessment - Prior to the simulation the lead assessor fills out a Team Assessment identification sheet that lists the applicants' names

and the name tag they wear throughout the simulation. (the names are "A" , "B" , "C" , and "D") The applicants are seated at a table and asked to wear one of the name tags. They are then read the Manufacturing Activity instructions by the lead assessor. Each applicant is given a copy of the Manufacturing Activity instructions along with samples of the forms that will be used in the simulation. The lead assessor asks if there are any questions. When all questions are answered, the lead assessor sets the timer to 10 minutes and tells the applicants to begin.

The team simulation is observed by three assessors who each make notes of their observations on each of the applicants. Both applicants and assessors are free to move around the simulation area. After the second production period the lead assessor excuses the applicants, or takes them to the work simulation training area. Each assessor then reviews his/her notes and rates each applicant on the 10 assessment criteria. When each assessor has rated each applicant, the assessors discuss their scores and come to a consensus on each applicant. The time it takes to come to consensus ranges from 20 to 60 minutes. Consistent training of assessors is critical to avoid wide disparity of scores. The scores of each applicant are recorded on scoring sheets and placed in each applicants respective envelope.

Assessor Training - Assessing team skills is very difficult. One of the keys to a successful assessment is accurate and un-biased note taking. Assessment note taking is one of the most important responsibilities of assessors. Assessment notes are the information used to rate the candidates' skills. Assessment notes are the only legal documentation General Motors has to support ratings. Notes are retained and signed by assessors.

To compare assessment results, the assessment situation must be standardized. Assessors serve as "measuring instruments." They observe, record, and evaluate behavior. Assessor training stresses understanding of the difference between *observing* behaviors and *evaluating* candidates. Much of the time in team assessor training is spent in understanding the difference between an observed behavior and a judgment. Ratings must be made on objective, observable behaviors, not on "gut feel" or some other subjective criteria.

The forms used in the team assessment can be found in the appendix, pages A - 11, 12, 13, 14, 15.

Appendix

Work Simulation

Strut Assembly Assessment Sheet ..... A - 1

Strut Labeling Assessment Sheet ..... A - 2

Strut Packing Order Slip ..... A - 3

Strut Labeling/Packing Assessment Sheet Page 1 ..... A - 4

Strut Labeling/Packing Assessment Sheet Page 2 ..... A - 5

Rod Assembly Assessment Sheet Page 1 ..... A - 6

Rod Assembly Assessment Sheet Page 2 ..... A - 7

Brake Hose Defect Log ..... A - 8

Brake Hose Assessment Sheet Page 1 ..... A - 9

Brake Hose Assessment Sheet Page 2 ..... A - 10

Team Simulation

Name Tag Assignment Sheet ..... A - 11

Manufacturing Activity Instructions ..... A - 12

Material Price List ..... A - 13

Team Assessment Observation Form ..... A - 14

Team Assessment Evaluation Form ..... A - 15

Team Assessment Score Form ..... A - 16

Sample Simulation Scores ..... A - 17

ASSESSOR: _____

NAME: _____ DATE: _____

SOCIAL SECURITY #: _____

STRUT ASSEMBLY ASSESSMENT SHEETS

5. Number of struts assembled correctly during timed period. _____ X 2= _____

This is **YOUR** evaluation, do not discuss it with the other assessors. We need independent evaluations.

On a scale from 1 to 10, where 1 is low and 10 is high, how would you evaluate this applicant? (Place the appropriate number beside each of the skills listed below.)

6. Following Instructions _____

Manipulating components _____

Use of two handed assembly operation _____

Safety glasses and gloves worn at all times _____

Total _____

Assessor Comments

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPLICANT'S NAME_____

Labeling Task

TABLE OF 20 LABELED STRUT ASSEMBLIES

Strut Number	Correct code	Incorrect code
1	SC	
3	SZ	
5	SN	
7	SN	
9	SN	
11	SZ	
13	SN	
15	SC	
17	SN	
19	SN	

Strut Number	Correct code	Incorrect code
2	SZ	
4	SC	
6	SC	
8	SZ	
10	SN	
12	SC	
14	SZ	
16	SC	
18	SZ	
20	SZ	

7. Give applicant 1 point for each strut that was labeled with the correct label **and** labeled on the end of the strut. _____

ORDER SLIP

Packer's Name_____

Customer 1: Emmery Inc. (BLUE)

SN

SC

SZ

SN

SC

Customer 2: Anderson Fields (RED)

SZ

AE

SC

SN

SC

Customer 3: Allied Vehicles (GREEN)

SZ

SC

SC

SN

SZ

TWO-LETTER CODE
OF BACK ORDERED
STRUTS

____ _____ _____

TOTAL NUMBER OF
BACK ORDERED
STRUTS

_____

INITIALED _____

APPLICANT'S NAME_____

ASSESSOR, USE THE APPLICANT'S ORDER SLIP AS THE ASSESSMENT FORM. CHECK TO BE SURE THE FOLLOWING ARE RECORDED CORRECTLY.

8.	Each order is filled correctly. (If there are any errors, circle **No** here and note errors on **Order Slip**.)	Yes	No
	Applicant placed each customer's order in the correctly colored area of the packing crate.	Yes	No
	Applicant circled the missing part AE in order for Customer 2 .	Yes	No
	Applicant wrote that 1 strut was BACK ORDERED.	Yes	No
	Applicant wrote their name on Order Slip and initialed the BACKORDER	Yes	No

Give applicant 4 points for each **Yes** Total _____

Applicant's Name_____

Assessor Evaluation (Labeling/Packing)

This is **YOUR** evaluation, do not discuss it with the other assessors. We need independent evaluations.

On a scale from 1 to 10, where 1 is low and 10 is high, how would you evaluate this applicant? (Place the appropriate number beside each of the skills listed below.)

9. Following Instructions _____

Materials handling _____

Safety glasses worn at all times, gloves worn when handling struts. _____

Total _____

Assessor Comments

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

ASSESSOR: _____

NAME: _____ DATE: _____

SOCIAL SECURITY #: _____

ROD ASSEMBLY ASSESSMENT SHEETS

10 During the twenty minute period, how many rod assemblies were completed (placed in the shipping tray) by the applicant? _____ (a)

Scorer will compute	# Rods	Points
	100+	10
	90 - 99	9
	80 - 89	8
	70 - 79	7
	60 - 69	6
	50 - 59	5
	40 - 49	4
	30 - 39	3

11 Number of rods **not** assembled correctly or incorrectly packed _____ (b)

Scorer will compute % correct

$\frac{(a - b)}{a}$ _____ (c) Score _____

SCORING (c)	Points
1	10
.95 - .99	6
.90 - .94	4
0 - .90	0

Applicant's Name_____

Assessor Evaluation (Rod)

This is **YOUR** evaluation, do not discuss it with the other assessors. We need independent evaluations.

On a scale from 1 to 10, where 1 is low and 10 is high, how would you evaluate this applicant? (Place the appropriate number beside each of the skills listed below.)

12. Following Instructions _____

Use of two handed assembly operation _____

Safety Glasses worn at all times _____

Total _____

Assessor Comments

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

ASSESSOR: _____

NAME: _____ DATE:_____

SOCIAL SECURITY #: _____

TYPES OF POSSIBLE DEFECTS:

1. won't probe
2. fitting not crimped
3. hose too long
4. white line inside dark line
5. flats not aligned
6. skirt too long

Number of Defective Part	Defect Found

NAME:_____

ASSESSOR INSPECTION SHEET

PARTS PLACED IN GOOD TOTE			
GOOD			SCRAP
1	160	220	17
2	162	227	28
15	163	232	36
20	164	236	49
21	165	240	80
29	167	241	130
35	168	244	141
38	169	247	161
41	170	249	166
42	171	251	205
43	172	252	224
45	175	253	235
47	176	255	250
56	177	256	265
57	180	257	268
58	182	261	275
59	183	262	283
63	186	263	290
131	187	266	294
147	188	270	
150	204	271	
154	207	272	
155	209	274	
159	211	278	
	212	280	
	216	284	
	218	285	
	219	296	
		299	

PARTS PLACED IN SCRAP TOTE			
GOOD			SCRAP
1	160	220	17
2	162	227	28
15	163	232	36
20	164	236	49
21	165	240	80
29	167	241	130
35	168	244	141
38	169	247	161
41	170	249	166
42	171	251	205
43	172	252	224
45	175	253	235
47	176	255	250
56	177	256	265
57	180	257	268
58	182	261	275
59	183	262	283
63	186	263	290
131	187	266	294
147	188	270	
150	204	271	
154	207	272	
155	209	274	
159	211	278	
	212	280	
	216	284	
	218	285	
	219	296	
		299	

GOOD/GOOD _____ (a)

SCRAP/GOOD _____ (b)

GOOD/SCRAP _____ (c)

SCRAP/SCRAP _____(d)

Total a + b + c + d = _____ (e)

Total correct a + d - b - c = _____ (f)

Scorer will compute

f/e (100) - 50 = _____

Applicant's Name_____

Assessor Evaluation (Brake Hose Inspection)

This is **YOUR** evaluation, do not discuss it with the other assessors. We need independent evaluations.

On a scale from 1 to 10, where 1 is low and 10 is high, how would you evaluate this applicant? (Place the appropriate number beside each of the skills listed below.)

14. Following Instructions _____

Manipulating components _____

Safety glasses worn at all times _____

Total _____

Assessor Comments

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

TEAM ASSESSMENT

TEAM LEADER:_____ DATE:_____

TIME:_____

APPLICANT NAME	LETTER
_____	_____
_____	_____
_____	_____
_____	_____

MANUFACTURING ACTIVITY

You and your fellow team members are co-owners of a new assembly company. Your objective is to produce as much profit as possible by assembling and selling products for a local hardware company.

Your group has $25.00 to buy parts. This is the only money you can use.

There are four periods of activity that are timed for specified periods:
Planning Time I - 10 minutes.
Production and Shipping time I - 15 minutes.
Planning time II - 10 minutes.
Production and Shipping time II - 15 minutes

To purchase materials, you must complete a Purchase Order *accurately* showing the materials to be purchased. This Purchase Order is placed on the Purchase Inventory Table with a check for the correct amount. Then you may take the correct material from the Purchase Inventory Table. The Purchase Order, check, and material taken must be accurate. You may not use calculators.

To sell a product, you must complete a Shipping Report accurately showing the products to be shipped. This Shipping Report and the correct products are considered shipped when placed on the Shipping Table. You may credit your checking account as soon as an assessor states that parts shipped are acceptable. You must keep accurate records to make sure your checking account does not overdraw. Your check register must be turned in with other materials at the end of this exercise.

Remember, your objective is to make as much profit as possible.

The Product Table will show you examples of each product. You may view it as often as you like BUT YOU MAY NOT TOUCH the product examples. Pay close attention to detail such as whether the countersink on the holes is up or down, etc. The product must be assembled exactly as shown on the Product Table. Fasteners must be tightened with tools provided to meet quality standards and assure customer satisfaction.

MATERIAL PRICE LIST

= $ .01

= $ .06

= $ .12

= $ .32

PRICE LIST

PRODUCT # 1	$4.62
PRODUCT # 2	$3.32
PRODUCT # 3	$3.20
PRODUCT # 4	$2.40
PRODUCT # 5	$3.60

Assessor_____ DATE:_____ PAGE_____

A	B	C	D

EVALUATION FORM

NAME:_____ DATE:_____

: _____

Ability to work in teams:

Overall rating: _____

Problem solving

Overall rating:_____

_____ Actively participated in exercise

_____ Worked steadily to achieve group goals

_____ Helped other group members

_____ Asked for and accepted input from others

_____ Checked for group agreement

_____ Offered ideas and suggestions

_____ Recognized symptoms and looked for causes

_____ Discusses and considered alternatives

_____ Reviewed own work/suggestions to ensure quality

_____ Followed instructions accurately

Comments

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

TEAM ASSESSMENT EVALUATION SCORE

Applicant Name: _____ Date: _____

Team ID: _____ Time: _____

Team Interaction Consensus Score: _____

Problem Solving Consensus Score: _____

Total of Team Interaction and
Problem Solving scores: _____

Delphi Chassis Systems Simulation Scores																	
Assessment date: 5-20-1995																	
						5/20/95			5/20/95			5/20/95			5/20/95			5/20/95
	Question/Measure	Max Points	Running Average	John Doe 285-60-2222			Steven Chase 286-72-1234			Casandra Martin 297-50-3456			Fred Polston 284-62-9876			Rhonda Smith 297-84-2300		
1	Safety Training	15	14.8			10			15			15			15			15
2	Strut Training	5	4.2			4			5			5			5			5
3	Rod Training	3	2.6			2			3			3			3			3
4	Inspection Training	4	3.7			2			4			4			4			4
5	Struts # Correct	34	32.7			34			34			34			34			34
6	Strut Assessor Evaluation	40	36.8			22			35			37			40			40
7	Strut Number Labeled Correctly	20	19.6			18			20			20			20			20
8	Strut Packing Procedures	20	19.9			20			20			20			20			20
9	Strut Labe/Pack Assessor Evaluation	30	27.5			20			25			23			30			27
10	Rods Completed (20 min.)	10	7.9			8			8			7			10			8
11	Rods Correct	10	9.1			10			6			10			6			10
12	Rod Assessor Evaluation	30	29.0			27			30			28			26			30
13	Brake Hoses Identified Correctly	50	38.5	97	60	12	97	93	46	51	51	50	77	75	47	63	61	47
14	Inspection Assessor Evaluation	30	26.2			21			23			30			29			29
	Maximun points possible*	**301**	272.5			**210**			**274**			**286**			**289**			**292**
15	Important Assessor Comments (*)					negative						plus			plus			plus
16	**TEAM SCORE**	**30**	20.0			**7**			**27**			**20**			**26**			**12**

A-17

27

28

Delphi Chassis Systems Simulation Scores

Assessment date: 5-20-1995

	Question/Measure	Max Points	Running Average	Terri Brown 292-42-6098 5/20/95			Darrel Williams 287-78-5656 5/20/95			Tim O'Neill 281-72-7979 5/20/95			Pamela Tekulve 297-60-1818 5/20/95			David Cook 298-40-0098 5/20/95		
1	Safety Training	15	14.8			15			15			15			15			15
2	Strut Training	5	4.2			5			4			4			3			3
3	Rod Training	3	2.6			3			3			3			2			2
4	Inspection Training	4	3.7			4			4			4			3			4
5	Struts # Correct	34	32.7			34			34			34			20			34
6	Strut Assessor Evaluation	40	36.8			40			40			40			31			40
7	Strut Number Labeled Correctly	20	19.6			20			20			20			20			19
8	Strut Packing Procedures	20	19.9			20			20			20			20			20
9	Strut Labe/Pack Assessor Evaluation	30	27.5			27			30			29			30			28
10	Rods Completed (20 min.)	10	7.9			8			8			10			5			7
11	Rods Correct	10	9.1			10			10			10			6			10
12	Rod Assessor Evaluation	30	29.0			28			30			30			30			30
13	Brake Hoses Identified Correctly	50	38.5	95	89	44	71	69	47	57	55	46	37	31	34	36	24	17
14	Inspection Assessor Evaluation	30	26.2			30			28			24			24			25
	Maximun points possible*	**301**	272.5			**288**			**293**			**289**			**243**			**254**
15	Important Assessor Comments (*)					plus			plus									plus
16	**TEAM SCORE**	**30**	20.0			**17**			**24**			**18**			**20**			**25**

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